

Health Education Grade Expectations

Grades 5-6

Alcohol, Tobacco, and Other Drugs

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Demonstrating ways to avoid or change situations involving alcohol or drugs that threaten safety.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Identifying effects of alcohol, tobacco, and other drugs, including inhalants, on the body and the effects and consequences of use, (e.g., impact of impaired judgment on personal safety, effects on athletic performance, weight management, stress).
- b. Describing the relationship between health behaviors and personal health, (e.g., health benefits of remaining alcohol, tobacco, and drug free).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Differentiating between internal (e.g., knowledge, attitudes, beliefs) and external (e.g., peers, family, media) influences on health choices related to alcohol, tobacco, and other drugs, including inhalants and other poisons.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Identifying and locating school and community resources to assist with problems related to alcohol and other drug use.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrate verbal and nonverbal communication skills to refuse tobacco, alcohol, inhalant and other drug use.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health by....

- a. Set realistic short and/or long-term goals to be alcohol, tobacco, and drug free.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by....

- a. Analyzing the positive and negative choices one can make about using alcohol, tobacco, and other drugs.

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Family, Social and Sexual Health

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Identifying positive ways to handle the changes and feelings associated with puberty, friends and family relationships.
- b. Demonstrating ways to build and maintain positive relationships, friendships, and a sense of belonging.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Describing the characteristics of safe, healthy, and respectful relationships.
- b. Describing body changes that occur during puberty.
- c. Describing the effects of change on family roles and responsibilities.
- d. Explaining the short and long-term consequences of HIV, common STDs and pregnancy.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Analyzing how information from peers, families, and media influences health, (e.g., body image, sexual identity, personal health practices).

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Identifying resources that provide valid health information and services for individuals, families, and communities.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating effective ways to express needs, wants, and feelings to build, promote and support positive health and relationships, including setting and respecting limits and boundaries.
- b. Identifying barriers to effective communication of information, ideas, feelings and opinions about health issues.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by....

- a. Analyzing how individuals, families, and community values influence health-related decisions.

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Mental and Emotional Health

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Identifying positive ways to handle emotions, including strong feelings.
- b. Demonstrating ways to avoid or change situations that threaten health and safety, (e.g., stress, harassment, situations that could lead to trouble or violence).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Describing the characteristics of a safe, healthy and respectful school and community.
- b. Describing how mood changes and strong feelings affect thoughts and behaviors and how to manage.
- c. Describing teasing, bullying and harassing behaviors.
- d. Describing common stressors and the health effects of stress.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Analyzing the importance of accessing help from an adult when it is needed.
- b. Identifying sources of support in the school and community who can help make decisions and solve problems for oneself or one's friends, including situations when someone is in danger of hurting self or others.
- c. Identifying resources from school and community that provide valid mental health information and services for individuals, families, and communities.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating effective ways to express needs, wants, and feelings to build, promote and support positive health and relationships, including seeking help and support.
- b. Demonstrating effective listening skills.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health by....

- a. Setting realistic short and long-term goals for stress management, using a goal setting model and developing plans to achieve them.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by....

- a. Analyzing how individuals, families and community values influence decisions and problem-solving strategies.

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Nutrition and Physical Activity

This concept area focuses on essential content students need to know about nutrition and physical activity.

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Demonstrating safety strategies for personal health, (e.g., food safety, including sanitation and prevention of food borne illness).
- b. Developing strategies to balance healthy food, snacks, and water intake along with daily physical activity.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Describing the relationship between healthy behaviors and personal health, (e.g., calorie intake and the level of physical activity affect body weight, healthy eating enhances a person's ability to be physically active).
- b. Describing positive health habits for the adolescent, (e.g., balanced nutritional intake is necessary to promote healthy growth and development).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Analyzing how information from peers, family, and others influences food and physical activity choices.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Identifying resources that provide valid health information and services, (e.g., food labels, MyPyramid, US Dietary Guidelines).

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating effective ways to promote and support positive health (e.g., supporting others to choose healthy foods and be physically active).

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health by....

- a. Setting realistic short and/or long-term goals for healthy eating and exercise and developing plans to achieve them.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by....

- a. Analyzing how personal preferences, restrictions, and barriers influence decision related to healthy eating, adequate sleep, and physical activity.

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Personal Health and Wellness

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Describing ways to manage health when affected by disease or disability, (e.g., cooperating with parents and health-care providers, taking prescription or over-the-counter medicines properly, and correctly interpreting instructions for taking medicine).
- b. Developing strategies for daily health care practices, (e.g., caring for skin, hair, teeth, hygiene).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Describing the relationship between healthy behaviors and personal health, (e.g., practicing good personal hygiene, acknowledging the importance of immunizations, cooperating in regular health screenings).
- b. Analyzing the physical, emotional, mental, and social importance of keeping the body clean through daily health care practices.
- c. Describing how the physical environment impacts personal health, (e.g., exposure to pollutants, toxins, noise).
- d. Describing when it is important to seek health care and the benefits of early detection and treatment of disease.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Analyzing advertising techniques used to influence choices on health care products.
- b. Demonstrating the use of positive media strategies, including marketing to promote personal health practices.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Identifying sources of support for a variety of health issues in the school and community.
- b. Identifying resources from school and community that provide valid health information and services for individuals, families, and communities.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating effective ways to express needs, wants and feelings about personal health issues.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health by....

- a. Setting a personal health and wellness goal, developing a plan, and making progress toward achieving it.

Violence and Injury Prevention

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Demonstrating injury prevention and safety strategies for personal health, (e.g., proper use of safety gear, safety practices around motorized vehicles, fire safety, home alone, weather/climate-related conditions, potentially violent situations).
- b. Demonstrating basic first responder first aid, (e.g., calling for assistance, controlling bleeding, and abdominal thrusts).
- c. Demonstrating ways to avoid or change situations that threaten personal safety, (e.g., sexual, abuse, harassment, bullying as a bystander, perpetrator, or victim).
- d. Applying school rules and procedures to hypothetical school crisis situations.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Describing the characteristics of a safe, healthy, and respectful school and community, including pro-social behaviors, (e.g., helping others, being respectful of others, cooperation, consideration that help prevent violence).
- b. Describing how the environment impacts personal health and safety, including hazards related to weather/climate, sun, ice, water, heat.
- c. Describing the relationship between healthy behaviors and personal health, (e.g., ways to reduce risk of injuries from fire, sports, pedestrian and traffic safety, weapons).
- d. Describing safety issues related to using the internet, including cyber-bullying.
- e. Describing bullying, hazing and harassing behaviors.
- f. Explaining the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Differentiating between positive and negative internal (e.g., curiosity, fears) and external (e.g., peers, media, cultural) influences that affect violence.
- b. Analyzing how information from peers influence the escalation or de-escalation of violence.
- c. Demonstrating the use of positive media strategies, including marketing to promote healthy choices.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Identifying resources in the school or community that provide valid information and services about safety and injury prevention.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating the ability to ask a trusted adult for help when feeling personally threatened, unsafe, or to report suspected plans for school violence.
- b. Demonstrating effective refusal and negotiation skills in dealing with situations involving bullying, harassment, hazing, or other forms of violence.
- c. Demonstrating non-violent strategies to resolve conflicts.